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Signed by Chair of Governors	*[signature]*	**Signed by Headteacher**	*[signature]*

This policy has been reviewed on 03/08/2023 and has been impact assessed in the light of all other school policies and the Equality Act 2010.
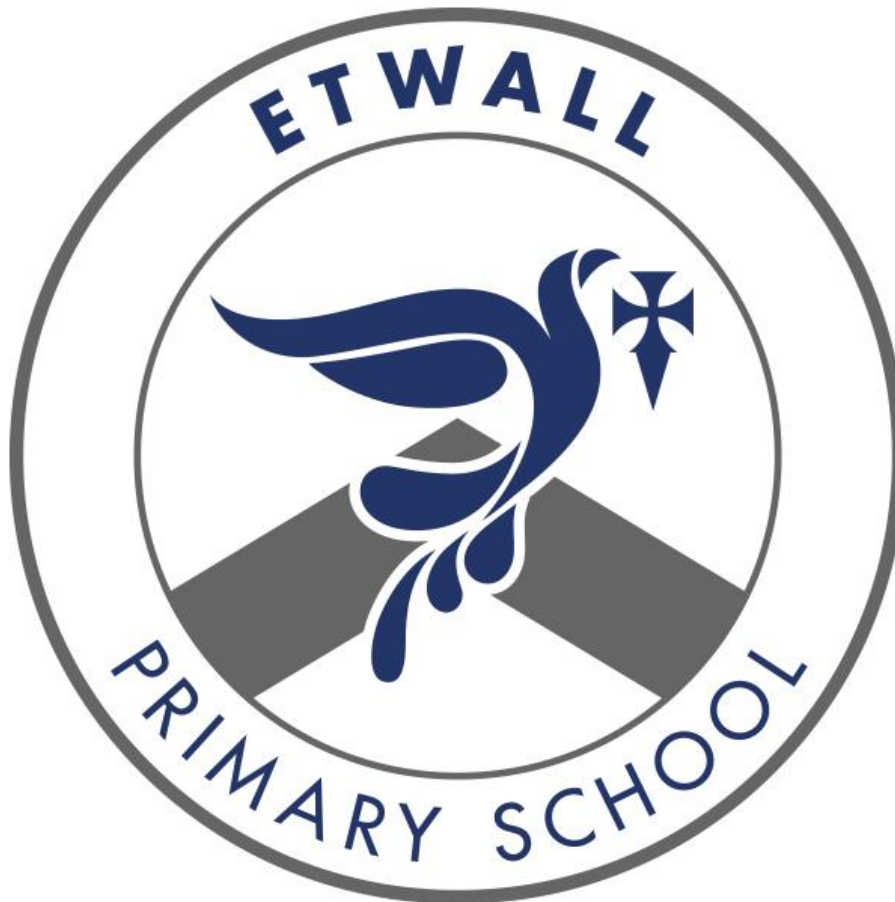
Etwall Primary School

Anti-Bullying Policy

At Etwall Primary School we believe that everyone should be included and that there is equality of opportunity for everyone, regardless of race, gender, ability, disability and social factors. This policy is intended to be inclusive of all in the school and wider school community.

This policy is based on DfE guidance "*Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies*" and supporting documents "Supporting children and young people who are bullied: advice

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for schools", "Cyberbullying: advice for headteachers and school staff", "Advice for parents and carers on cyberbullying" November 2014 . It also takes into account "Keeping Children Safe in Education" 2023.

Overall Principle

Bullying in any form – verbal, physical, psychological and emotional – is not tolerated in our school community.

At Etwall Primary School we believe that everyone should be included and that there is equality of opportunity for everyone, regardless of race, gender, ability, disability and social factors. Our aim is to ensure our pupils flourish both academically and socially. We foster a healthy and safe community where individuals take responsibility for their own behaviour and show respect for others, emphasising the importance of positive relationships amongst all members and groups of the school community.

1) Objectives of this Policy

This policy outlines what Etwall Primary School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

2) Our school community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

3) Definition of bullying

Bullying is deliberately and persistently making someone else's life unpleasant. It is repeated over a period of time and intentionally hurts another child or group of children.

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online." (DfE "Preventing and Tackling Bullying", last updated July 2017)

Bullying can include:
a) Physical (e.g. hitting, abuse of property, initiation ceremonies)
b) Emotional (e.g. wilful isolation or exclusion)

c) Verbal or written abuse (e.g. name calling, prejudice-based language, text messages, emails, comments or photographs on social networking sites

d) Racist, Religious or Cultural (e.g. mocking cultures, customs, appearance)

e) Sexual/Sexist (e.g. unwanted physical contact, over-familiarity, abusive comments)

f) Homophobic (e.g. name calling, abusive comments, prejudice towards lesbian, gay, bisexual and transgender children).

g) Disability related (e.g. name calling, abusive comments, mocking appearance)

h) Special Educational Needs related

i) Gender-related

j) Because a child is adopted or is a carer

This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, instant messenger apps such as Whatsapp or Snapchat, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

4) Friendship issues, relational conflict and bullying behaviour

We acknowledge that friendship problems and bullying behaviour can be upsetting for both pupils and parents and carers, but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Pupils will fall in and out with each other, have arguments, stop talking to each other and have disagreements. This relational conflict can be a normal part of growing up. During a relational conflict or friendship problem groups of pupils may disagree, be very upset and find it difficult to resolve the disagreement without adult help. It is unlikely however, to be repeated behaviour and may even be accidental. We aim to educate and support our pupils in resolving such issues through our curriculum, ethos and school culture.

However, we recognise that repeated friendship problems or relational conflict can sometimes lead to bullying behaviour particularly when there is an imbalance of power [when a group acts against an individual for example].

5) Cyber-bullying

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. In cyber-bullying, bystanders can easily become perpetrators, eg by passing on or showing to others images designed to humiliate, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted.

Our policy is clear: 'bystanders' who actively support cyberbullying should expect a sanction for this behaviour. It is important that children are aware that their actions have severe and distressing consequences, and that participating in such activity will not be tolerated.

As outlined in the Behaviour Policy (School Rules and Regulations), cyber-bullying which takes place outside school may still come under school's jurisdiction and behaviour policy:

Rewards and sanctions can be applied when a child:

- is taking part in any school-organised or school-related activity
- is travelling to or from school or

- is wearing (or expected to wear) school uniform
- is in some other way identifiable as a child at the school.

Or when a child's conduct:

- could have repercussions for the orderly running of the school
- poses a threat to another child or member of the public
- could adversely affect the reputation of the school.

6) Forms of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic and biphobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology –"cyberbullying"

7) Preventing, identifying and responding to bullying

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/child council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, and follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children and young people.

- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use social media positively and responsibly.

Misconduct of any kind outside of school will be amenable to school discipline if the welfare of another child or the culture or reputation of the school are placed at risk. The school's role with regards to bullying therefore extends beyond the "school gates" and may include times when children are not under the control or charge of a member of staff.

8) Involvement of pupils

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.
- Harness a safe and supportive environment in which our pupils feel comfortable with sharing their concerns and know that they will be heard.
- Produce and promote the child-friendly anti-bullying policy alongside our pupils. A policy for them, by them.

9) Liaison with parents and carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure parents and carers are given the opportunity to respond and contribute to the anti-bullying policy (questionnaire)
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively to raise concerns in an appropriate manner.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

10) Procedure for dealing with Bullying / Cyber-bullying incidents

The School gives the utmost priority to investigating allegations of bullying / cyber-bullying. We deal with them as swiftly and as comprehensively as can reasonably be expected. These are the procedures which will

generally be followed, though it is recognised that each case is different. Our aim is to protect those who may be the victims of bullying and, through effective sanctions, and a restorative approach, to educate the bully about the consequences of their inappropriate behaviour. We recognise that cases are frequently complex and that the victim will sometimes be guilty of inappropriate behaviour as well as the bully. Except for those extremely rare cases in which the bullying / violence is so severe that children are required to leave, it is hoped that all children involved in the matter will learn from the experience and that relationships will be rebuilt positively. When children are internally isolated or temporarily suspended, worthwhile tasks will be set, which may include a combination of letters of apology (to be placed on files) and academic work / ELSA support.

Procedure

1. Information about bullying comes from a variety of sources, including parents, children, staff and members of the public. In all cases, we assure the person making the allegation that we shall be taking immediate action to stop the bullying / cyber-bullying and will pursue information so as to identify the bully. Parents are informed as soon as possible, though sometimes some leeway may be required in order for investigations to be completed.

2. Depending on the nature of the allegation, the case will be taken up either by the class teacher, deputy head or headteacher, or any combination of these staff. As a rough guide, the more serious the allegation, the more likely it is to involve senior staff. If there is a Child Protection implication, i.e. if there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, then the headteacher, as Designated Safeguarding Lead, will be involved.

3. Except for the most straightforward cases, in which truth has been established and the matter has been resolved swiftly, an 'interview' will be conducted; the children involved are asked to speak to a member of staff who takes notes on what is said. This will enable a record to be kept and what is said to be corroborated. Notes, and, where necessary, a brief summary and copies of any letters sent to parents will be put on CPOMS so that they can be retained which will enable patterns to be identified and also kept to evaluate the effectiveness of the approach adopted.

4. Initial interviews will ensure that all parties have equal opportunity to state their case, so as to establish the truth in what seldom turns out to be straightforward issues.

5. Communication with parents will detail the nature of the offence and any sanctions imposed, and will set out what improvements the school expects to be made in behaviour as well as the consequences of failure to improve. Recommendations may be made to support including restorative justice, or visiting the Emotional Literacy Support Assistant (ELSA).

6. At the conclusion of the investigation, if appropriate, one of the members of staff involved (in most cases, the Deputy Headteacher or Headteacher) will contact parents of all children directly involved and inform them of action taken.

7. In practice, the sanctions applied range from a verbal warning or a ban on use of the school's computer network, to internal isolation at playtimes or lunchtimes, to temporary suspension or permanent exclusion, depending on the gravity of the offence and the child's previous record with reference to bullying. Crucially, the perpetrator must understand that their behaviour is wrong, and contravenes the school policy and school ethos.

8. As per the School's Safeguarding and Child Protection procedures, if cyberbullying may have caused 'significant harm'; or the law may have been broken or there is a concern for the perpetrator's behaviour, the DSL will follow the procedures laid down by Derbyshire Children's Services.

9. Inevitably, the focus of care will fall to the victim. However, it is important for the school to consider why the perpetrator acted in such a manner and that they may need help themselves.

Additional Notes to Procedure for Cyber-bullying

There are particular features of cyber-bullying that differ from other forms of bullying which need to be recognised and taken into account when determining how to respond effectively.

- The key differences are:
- Impact — the scale and scope of cyber-bullying can be greater than other forms of bullying.
- Targets and perpetrators — the people involved may have a different profile to traditional bullies and their targets.
- Location — the 24/7 and any-place nature of cyber-bullying.
- Anonymity — the person being bullied will not always know who is attacking them.
- Motivation — some children may not be aware that what they are doing is bullying.
- Evidence — unlike other forms of bullying, the target of the bullying will have evidence of its occurrence.

Mobile phones can contain files or data which may cause harm to another person, including through cyber-bullying. Children should be aware that, if it is believed that they have a phone in school, they may be asked to show the content as part of the investigation. Authorised staff are able to search pupils' belongings as part of an investigation into bullying. If their phone is not in school, parents may be contacted to bring the phone into school or to check content.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

There is no need for parental consent to search through a child's phone or similar device but a record of the search must be made and parents contacted to discuss the bullying concern. If the school believes the police need to be involved then content will not be deleted and the device will be delivered to the police.

11) Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints Policy
- Safeguarding and child protection policies
- Online Safety and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and citizenship and computing
- Mobile phone and social media policies
- Searching and confiscation

12) Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

13) Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

The named Governor with lead responsibility for this policy is: **Zoe Poynton**

The named member of staff with lead responsibility for this policy is: **Hollie Millward**

14) Monitoring & review, policy into practice

The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying and outcomes. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" October 2014: https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational
- Educate against Hate: www.educateagainsthate.com/

Additional Content

Dealing with Bullying Incidents

The following steps may be taken when dealing with all incidents of bullying reported to the school:
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear and precise account of the incident will be recorded and given to the head teacher and/or designated safeguarding lead.
- The head teacher/ designated safeguarding lead or nominated person will interview all parties involved and will record the incident in accordance with school procedures.
- Teachers and other relevant members of staff will be kept informed as appropriate.
- When responding to cyberbullying concerns the school will take all available steps to identify the child using bullying behaviour, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary.
  - If content posted online is offensive or inappropriate, and the person or people responsible are known, then the school will ensure that they understand why the material is unacceptable or offensive and will request that they remove it.
  - If a criminal offence has been committed then the police may need to be involved to enable the service provider to look into the data of another user or to respond to credible threats of harm.
- Where the bullying takes place outside of the school site (including cyberbullying) then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- Parents/carers of all children involved will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned.
- If necessary and appropriate, the police (if a criminal offence has been committed) or other local services (including children's social care where a child is felt to be at risk of significant harm) will be consulted or involved.

Supporting Pupils

Pupils who have been targets of bullying behaviour will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have used bullying behaviour will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour/discipline policy. This may include official warnings, removal of privileges (including online access when encountering cyberbullying concerns), fixed-term and/or permanent exclusions.
- Speaking with police or local services.

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff/headteacher
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy
- If the bullying takes place online, supported those affected by reporting content and/or accounts to the service provider as appropriate.
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the schools official procedures for complaints or concerns
- If online, requesting content be removed
- Instigating disciplinary, civil or legal action